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ABSTRACT

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page that contains the task title, purpose, and information block; a statement of performance objectives, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which focuses on identifying administrative support for CBVE, covers the following topics: identifying the administrator's role in CBVE and identifying the administrative support necessary to implement CBVE. (KC)

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COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

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A LEARNING GUIDE

Task IDENTIFY ADMINISTRATIVE SUPPORT NECESSARY TO IMPLEMENT CBVE

Purpose Administrative support is the key to a successful CBVE program. This learning guide will help you to identify the administrative support which is necessary to implement a successful CBVE program.

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SELF-INSTRUCTIONAL COMPETENCY BASED PROFESSIONAL TEACHER TRAINING MANUAL

Program	Task	Est. Time	Prereq.
PTT	014	2 Hours	

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IDENTIFY ADMINISTRATIVE SUPPORT NECESSARY TO IMPLEMENT CBVE

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DEPT.	PROG	TASK	TPO	MPO
	PTT	014	014	

INTRODUCTION

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs. Each manual addresses a different aspect of CBVE. The entire set is designed to enable instructors, administrators, or industrial trainers to develop the necessary skills needed to successfully develop and implement CBVE programs in a school or industrial setting.

Each manual contains the following sections: Cover page which contains the task title, purpose, and information block; inside pages of performance objective, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written exam, and a product/performance checklist.

Manuals have been developed for the following tasks:

1. Identify the Characteristics of a Competency-Based Vocational Education (CBVE) Program
2. Identify and Sequence Job Tasks
3. Write Measurable Performance Objectives
4. Construct Performance and Written Evaluation Instruments
5. Write Student Learning Guides or Competency Sheets
6. Adapt or Revise a Student Learning Guide or Competency Sheet
7. Identify Teaching/Learning Strategies and Management Techniques to Implement CBVE
8. Develop a Learning Resource Center
9. Orient Students to CBVE
10. Write a Student Performance Contract
11. Select and Design Print and Non-Print Resource Materials
12. Monitor Student Progress and Maintain Student Records

13. Assign Grades

14. Identify Administrative Support Necessary to Implement CBVE

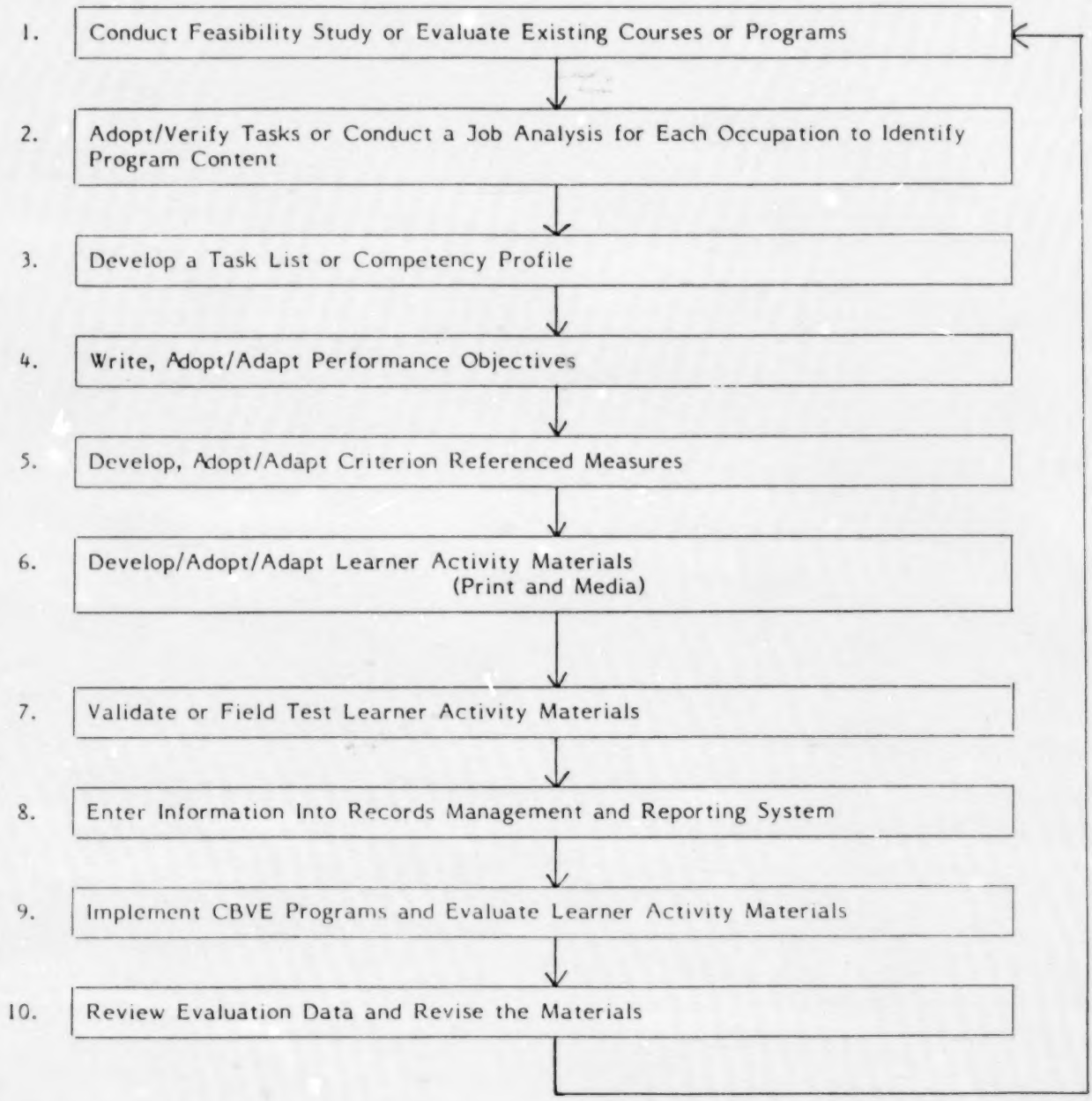
15. Prepare a Staff Development Program

Using the following CBVE systems development model, instructors, trainers, or administrators can develop and implement CBVE programs.

The following institutions deserve credit for the use of some of their materials in the development of these manuals:

- District 916 Area Vocational-Technical Institute, 3300 Century Avenue North, White Bear Lake, MN 55110
- Stephenson Area Career Center, Pearl City Road, Freeport, IL 61032
- Maryland State Department of Education, Division of Vocational Technical Education
- University of South Florida, Division of Vocational Education, Tampa, Florida

CBVE Curriculum Development Model


1. Conduct Feasibility Study or Evaluate Existing Courses or Programs
2. Adopt/Verify Tasks or Conduct a Job Analysis for Each Occupation to Identify Program Content
3. Develop a Task List or Competency Profile
4. Write, Adopt/Adapt Performance Objectives
5. Develop, Adopt/Adapt Criterion Referenced Measures
6. Develop/Adopt/Adapt Learner Activity Materials (Print and Media)
7. Validate or Field Test Learner Activity Materials
8. Enter Information Into Records Management and Reporting System
9. Implement CBVE Programs and Evaluate Learner Activity Materials
10. Review Evaluation Data and Revise the Materials

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OBJECTIVES OF THIS MANUAL

1. TERMINAL PERFORMANCE OBJECTIVE

GIVEN: An actual school situation

YOU WILL: Identify administrative support necessary to implement CBVE

HOW WELL: You must score 12 out of 12 or 100% on a written exam and 9 out of 9 or 100% on a product checklist.

2. MICRO-PERFORMANCE OBJECTIVE(S)

1. Identify the administrator's role in CBVE
2. Identify administrative support necessary to implement CBVE

PROCEDURES FOR COMPLETING THIS MANUAL

1. Review CBVE curriculum development model, page 5
2. Read the learning steps and resources for each micro-performance objective
3. Complete the activity sheets for each micro-performance objective
4. Complete the written exam

NOTE: The pages of this manual are color coded. The blue pages are the objectives and micro-performance objective pages; white = information pages; yellow = activity pages; green = answer key pages; salmon = checklist pages; and pink = criterion exam pages.

MICRO - PERFORMANCE OBJECTIVE #1

Identify the Administrator's Role in CBVE

LEARNING STEPS

1. Read Resource #1 to identify the administrator's role in CBVE.
2. Complete Resource #2 to check your understanding of the administrator's role in CBVE.
3. Go to next MPO.

RESOURCES

1. Information Sheet 014-001-001, "The Administrator's Role in CBVE, in this guide, pages 7-12.
2. Activity Sheet 014-001-002, "Administrator's Role in CBVE," in this guide, pages 13-14.
3. MPO #2 in this guide, page 15.

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014-001-001

The Administrator's Role in CBVE

As an administrator, your role is central to CBVE's viability and success. Successful implementation of CBVE will not occur unless you create an organizational environment conducive to growth. The entire organization must support and encourage your region's or institution's CBVE efforts. You must create an environment in which change is likely to happen.

Your responsibility is mainly that of a facilitator. It is your job to:

1. Obtain institutional support
2. Appoint a CBVE coordinator or facilitator
3. Appoint faculty who support CBVE
4. Appoint a CBVE committee
5. Provide financial resources
6. Provide time to develop materials and become proficient in CBVE techniques
7. Provide adequate facilities
8. Establish incentives
9. Demonstrate support

The way you carry out the above functions will determine the nature of CBVE implementation in your region or institution.

Depending upon your particular situation, you may or may not be directly involved in all aspects of CBVE implementation. Regardless of your involvement, your overall attitude about CBVE will influence your staff's perceptions about CBVE development and implementation. If you treat CBVE as a significant priority and tool to meet the needs of the students in your district, then staff members will be more inclined to attribute significance to it.

Some of the specific things that you can do to foster the growth of CBVE is:

Provide Time

1. Dismiss students early on a periodic basis so that time can be devoted to learning about CBVE and to develop materials.
2. Pay teachers to participate in staff development activities after school and on Saturdays.
3. Conduct district supported summer curriculum development workshops.
4. Conduct planned professional days on a periodic basis.
5. Conduct faculty retreats.
6. Hire substitutes to release faculty

Establish Incentives

1. Publicly recognize faculty who convert to CBVE.
2. Provide faculty development grants.
3. Provide professional pride such as writing journal articles, serving as a demonstration site, or serving as a model within your school system.
4. Sell staff on the idea of doing a better job of teaching such as greater student success, increased skill development, more completers, etc.
5. Provide opportunities for both within and outside of the district leadership.
6. Offer faculty status as a master teacher.

Demonstrate Support

1. Recognize staff members' accomplishments
2. Participate in CBVE activities and workshops
3. Encourage individual staff members to achieve their objectives
4. Provide clerical support
5. Send leaders to state and national CBVE conferences

6. Subscribe to state and national publications related to CBVE such as Open-Entries and the Mid-West Association for Individualized Instruction.

Provide Financial Resources

1. Purchase CBVE reference materials and create a staff resource center.
2. Provide money for summer curriculum work.
3. Provide clerical assistance.
4. Provide media assistance.
5. Create learning resource centers.
6. Provide staff to operate learning resource centers.
7. Provide automated scoring and record-keeping systems if requested to do so.
8. Provide sufficient facilities, equipment, and supplies.
9. Provide money to pay for:
   A. Released time
   B. Payment of substitutes
   C. Tuition reimbursement
   D. Conference travel and expenses
   E. Travel expenses to visit model CBVE schools
   F. The printing of promotional brochures
10. Hire consultants or bring in ICBVE consultants on a regular basis to work with your staff.

Obtain Institutional Support

1. Obtain support from all administrators.
2. Obtain support from all the board.

A. Provide a sound rationale for CBVE.

B. Emphasize the relationship between the goals of CBVE and goals of the institution.

C. Present evidence of the results of CBVE.

D. Present evidence of the staff's expressed needs and desire to participate.

Appoint CBVE Coordinator or Facilitator

1. Appoint an administrator with the responsibility to head up and coordinate CBVE efforts.
2. Ask coordinator to do the following:
   A. Create a CBVE handbook.
   B. Organize workshops and in-service activities.
   C. Create a curriculum reporting system so everyone will know his/her progress toward CBVE.
   D. Review curriculum for quality control.
   E. Set up a system for curriculum quality control.
   F. Set up master files for all learning guides, task lists, and criterion referenced measures (tests and checklists.)
   G. Head up CBVE advisory committee

Appoint Faculty Who Support CBVE

Appoint or hire instructors who:

1. Agree to use CBVE techniques.
2. Appear to be flexible regarding instructional methods and techniques.
3. Are open to change and suggestions.

4. Are competent in their field

Appoint a CBVE Committee

A CBVE committee should be formed and charged with formulating responses to the questions outlined in PTTM #15, "Prepare a Staff Development Program." The make-up of the committee is also covered in the manual.

Provide Adequate Facilities

Standard classrooms with 30 one arm chairs and cluttered shops are not adequate facilities. Facilities of this type need to be modified so that good instruction can take place. PTTM #8, "Develop a Learning Resource Center," covers the modifications which should be performed.

It is the role of administration to contact AVTE Occupational Consultants and Illinois CBVE Consultants for assistance and recommendations regarding facilities. With the Education for Employment initiative, it is possible not to modify the facilities of a given school, but rather to bus students to a facility which is adequate for instruction.

ACTIVITY SHEET

014-001-002

Administrator's Role in CBVE

Directions: Please complete the following without resources or assistance. Check your answers with the answer key.

T F 1. Successful implementation of CBVE is dependent upon administrative support.

T F 2. The job of administration in implementing CBVE is to supervise the CBVE efforts.

T F 3. Administration must create an environment in which change is likely to happen.

T F 4. The attitude of administration will not have any effect upon CBVE developmental efforts.

5. List three things that can be done to provide time to staff:

A.

B.

C.

6. List two good incentives that can be offered to staff.

A.

B.

7. List four financial resources that can be provided staff to promote CBVE.

A.

B.

C.

D.

8. List three characteristics of faculty who will be supportive of CBVE.

A.

B.

C.

ANSWER KEY

For Activity Sheet 014-001-002

Directions: Check your answers with those given below and with Information Sheet 014-001-001.

1. T

2. F (Administration is mainly a facilitator.)

3. T

4. F (The attitude of administration influences how staff perceive whether CBVE is important or not.)

5-8 (Check your answers with Information Sheet 014 -001-001.)

MICRO - PERFORMANCE OBJECTIVE #2

Identify Administrative Support Necessary to Implement CBVE

LEARNING STEPS

1. Complete Resource #1 to check your understanding of administrative support.
2. Using Resource #2, prepare a paper showing the administrative support you will provide to support CBVE.

RESOURCES

1. Written Criterion Exam, Task 014, pages 16-18.
2. Product Checklist: Task 014, pages 19-20.

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	PTT	014	014	002

PROGRAM Professional Teacher Training

CRITERION EXAM

TASK # 014

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON identifying administrative support necessary to implement CBVE.

Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET. DO NOT WRITE ON THIS TEST! To master this exam you must answer 12 out of 12 items correctly, (100%).

WRITTEN CRITERION EXAM

Task 014

Directions: Please complete the following. Check your answers with the answer key.

I. Circle the letter of the correct response.

T F 1. The attitude of administration has a direct effect upon staff CBVE developmental efforts.

T F 2. Administration must create an environment in which change is likely to happen.

T F 3. The function of administrators in implementing CBVE is to supervise the CBVE efforts of staff.

T F 4. Administrative support is not necessary for CBVE to flourish as long as faculty are in favor of it.

II. Matching

____ 5.	Conduct faculty retreats	A. Demonstrate support
____ 6.	Offer faculty status	B. Provide financial resources
____ 7.	Participate in CBVE activities	C. Obtain institutional support
____ 8.	Provide money for curriculum work	D. Appoint faculty who support CBVE
		E. Provide time
____ 9.	Obtain board support	F. Appoint CBVE coordinator
____ 10.	Appoint an administrator for CBVE	G. Establish incentives
		H. Provide adequate facilities
____ 11.	Hire instructors who are open to change	
____ 12.	Remodel school to accommodate CBVE	

ANSWER KEY

For Written Exam: Task 014

Directions: Compare your answers with those given below.

1. T
2. T
3. F
4. F
5. E
6. G
7. A
8. B
9. C
10. F
11. D
12. H

PROGRAM: Professional Teacher Training

TASK: Identify Administrative Support Necessary to Implement CBVE

TASK # 014

PERFORMANCE/PRODUCT CHECKLIST

STUDENT'S NAME _____ **EVALUATION SITE** _____

EVALUATOR'S NAME _____ **PERFORMANCE ATTEMPT** 1 2 3 4

DATE OF ATTEMPT ____ ____ ____ ____

TERMINAL PERFORMANCE OBJECTIVE:

GIVEN: An actual school situation

YOU WILL: Identify administrative support necessary to implement CBVE

DIRECTIONS TO THE STUDENT:

BEFORE ATTEMPTING THIS TASK FOR MASTERY, CAREFULLY REVIEW THIS CHECKLIST. YOU WILL BE EVALUATED ON THE BASIS OF THIS CHECKLIST. WHEN YOU FEEL YOU ARE READY FOR EVALUATION CONTACT YOUR INSTRUCTOR. YOU MUST COMPLETE YOUR PERFORMANCE WITHIN _____ MINUTES AND MUST SCORE AT LEAST 9 OUT OF 9 POINTS OR 100 % FOR MASTERY. CRITICAL ITEMS ARE MARKED WITH AN ASTERISK (*). THESE ITEMS MUST BE SATISFACTORILY COMPLETED.

DIRECTIONS TO THE EVALUATOR:

THE STUDENT WILL CONTACT YOU WHEN READY FOR EVALUATION. THE STUDENT MUST COMPLETE THE PERFORMANCE WITHIN _____ MINUTES AND MUST SCORE 9 OUT OF 9 POINTS OR 100 % AND ALL ITEMS MARKED WITH AN ASTERISK (*) MUST BE SATISFACTORILY COMPLETED.

DEPT	PROG	TASK	TPO	MPO
	PTT	014	014	002

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
	Does the paper on administrative support for CBVE include the following areas:		
	1. Obtain institutional support		
	2. Appoint a CBVE coordinator		
	3. Appoint faculty who support CBVE		
	4. Appoint a CBVE committee		
	5. Provide financial resources		
	6. Provide time		
	7. Provide adequate facilities		
	8. Establish incentives		
	9. Demonstrate support		
	TOTAL POINTS EARNED =		

POINTS NEEDED FOR MASTERY = 9
TOTAL POINTS POSSIBLE = 9

DEPT.	PROG	TASK	TPO	MPO
	PTT	014	014	002